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AUTHOR Thorpe, Carol D.
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ABSTRACT

The study explored the verbal and nonverbal conversational competency of five adult males who exhibited fluency disorders. Five subject/interactant videotaped conversational interactions were analyzed utilizing an INter-REActive Learning (INREAL) Model analysis format. Descriptive individual and composite profiles resulting from trained raters' judgments of discrete verbal and nonverbal communicative behaviors are presented in tandem with the profile of one interactant who was constant across all five interactions. Results indicated that three or more subjects exhibited genuinely communicative behaviors in the following areas: (1) interpersonal communication, (2) communication domain (cognitive), (3) cognition, (4) linguistics (phonology, syntax, semantics), (5) communicative competence (basic and advanced), (6) nonverbal communication, and (7) conversation initiating and responding. All of the subjects exhibited some behaviors judged to be non-communicative in the areas of communication strategies, linguistics (vocal suprasegmentals), social components of communication, fluency, reaction time latency, and conversation talk time. (Author/DB)

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CONVERSATIONAL COMPETENCY PROFILES OF ADULT MALES WHO EXHIBIT FLUENCY DISORDERS

BY

CAROL D. THORPE, B.S.

A Research Project submitted to the

Department of Speech

in partial fulfillment of the requirements

for the Degree

Master of Arts

Major Subject: Speech (Speech-Language Pathology)

New Mexico State University

Las Cruces, New Mexico

May, 1985

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VITA

May 24, 1961 - Born at Knoxville, Tennessee

May 1979 - Graduated from Roswell High School
Roswell, New Mexico

May 1983 - B.S., Eastern New Mexico University
Portales, New Mexico

1984 - 1985 - Graduate Assistant, Department of Speech,
New Mexico State University

1983 - 1985 - M.A., New Mexico State University

PROFESSIONAL AND HONORARY SOCIETIES

National Student Speech-Language-Hearing Association

NM Student Speech-Language-Hearing Association

Epsilon Mu Beta Honor Fraternity

Phi Kappa Phi Honor Society

FIELDS OF STUDY

Major Field: Speech (Speech-Language Pathology)

ABSTRACT

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BY CAROL D. THORPE, B.S.

Master of Arts in Speech-Language Pathology

New Mexico State University

Las Cruces, New Mexico, 1985

Stephen S. Farmer, Ph.D., Chairman

The purpose of this study was to explore contextually the verbal and nonverbal conversational competency of five adult males who exhibited fluency disorders. Five subject/interactant videotaped conversational interactions were analyzed utilizing an INter-REActive Learning (INREAL) Model analysis format. Descriptive individual and composite profiles resulting from trained raters' judgments of discrete verbal and nonverbal communicative behaviors are presented in tandem with the profile of one interactant who was constant across all five interactions. The results of the subjects' and interactant's conversational behaviors are detailed and discussed with respect to their being communicative or non-communicative within these five transactional contexts. Implications for future research are also presented.

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Section I

Introduction

Communicative competence in everyday life is a necessity for the development and maintenance of personal and social relationships. Although the components as well as the terminology regarding this aspect of communication vary throughout the literature, the importance of being a competent communicator has been widely acknowledged. Research supports that effective communication is vital to human survival (INREAL/outreach Staff, 1980). While Hymes describes communicative competence as having knowledge of "who can say what, in what way, where and when, by what means and to whom" (Rees, 1978, p. 193), most definitions of communicative competence refer to an individual's ability to know and use language appropriately in varied interactional situations.

One of the most critical components of communicative competence is that of conversational competence (Weiss, 1983; Rees, 1978; Rom & Bliss, 1981). While communicative competence allows for the establishment and maintenance of relationships, conversational competence represents the interaction and negotiation of meaning between two or more individuals (Haslett, 1984). In order to become competent in the act of conversation, an individual must exhibit efficacy in areas such as role reciprocity, conversation initiation and termination (Haslett, 1984), topic maintenance, and fluency (Weiss, 1983), as well as develop a basic understanding of conversational rules and procedures (Cole, 1982).

The conversational competency of individuals diagnosed as communicatively disordered, particularly those who are fluency disordered, has recently been under question in the field of speech-language pathology. Although research in this area is extremely limited, more attention is being devoted to exploring the interactional variables of individuals who exhibit fluency disorders (Richardson & Brutten, 1984). Rees supports this focus and suggests that "fluency problems would seem likely candidates for careful investigations with regard to many aspects of conversational skills" (Richardson & Brutten, 1984, p. 1).

In order to successfully analyze and interpret the conversational competency of a communicator, some considerations regarding the interactional situation must be addressed. Because the process of conversational interaction involves two or more individuals, recent studies stress the need to conduct an analysis which describes the behavior of all the interactants, as well as the context in which the interaction transpires (Weiss, 1983). According to Wood (1982), a qualitative analysis of the situation, context, and interpersonal interactions, including the verbal and nonverbal behaviors of the interactants, must be completed to adequately determine the effectiveness of the communication.

The purpose of this study was to explore the conversational competency of fluency disordered individuals in dyadic conversation. A descriptive pilot study was designed to examine the conversational communication profiles of five adult fluency disordered males. The INter-REActive Learning (INREAL) Evaluation Model (ITEM) - III was

utilized to analyze and describe the communicative conversational competency of the fluency disordered adults in relation to the interactant within a specific context. For purposes of this study, conversational competence was defined as one component of communicative competence, in accordance with the following definition: An element of communicative competence concerned with the ability to know who can say what, in what way, to whom, when, where, and by what means, while keeping in agreement with the rules and regulations of the conversational interaction (Weiss, 1983; Hymes, 1971; Rees, 1978; Cole, 1982).

Section II

Review of the Literature

The conversational competency of individuals who exhibit fluency disorders has been under question in the field of speech-language pathology. Research has suggested a possible connection between fluency disorders and language, however, research describing the conversational competency of fluency disordered individuals is limited.

Communicative Competence

In order to maintain the many social, educational, and personal roles and relationships that are required of individuals today, the need for involvement in interactional communicative situations is essential. The act of communication, as simple as it may appear, is the primary activity to which humans devote their time. Emmert and Donaghy (1981) describe the daily routine of the average individual and present staggering figures regarding the extent to which time is spent in the act of communication. For most persons, the amount of time engaged in communication averages "somewhat around the following: 42%-48%, listening; 32%-35%, talking; 10%-15%, reading; and 7%-11%, writing" (p. 4). These figures indicate that communication is a major act to which persons devote a great portion of their time.

The act of communication, at first glance, may appear to be a basic, uninvolved process and is usually carried out with little thought. However, research identifies numerous components and strategies in which an individual is involved during communication and which must be mastered in order to become a competent communicator.

It has been widely supported that, in order to experience successful relationships, a person must be skillful and competent in the communication process (Adler & Rodman, 1982; Simon, 1979; Morse & Phelps, 1980). Weiss (1983) describes the aspects of communicative competence as being receptive, expressive, organizational, and combinatorial skills. She details the aspects of interaction into cognitive, linguistic, social, and nonverbal behaviors while specifically defining the components of conversational and interpersonal skills. Rom and Bliss (1981) express the importance of investigating the components of social interaction including conversational skills, speech act usage, and cognitive and linguistic aspects.

Conversational Competence

While literature often links conversational competence to communicative competence, a distinction can be made between these terms. Most authorities consider communicative competence the broad, umbrella term of which conversational competence/proficiency is one component. Literature supports the need to determine and develop the components and strategies involving the more specific communicative process of conversation. Rees (1978) suggests that the conduct of conversation is probably the most complex as well as the most important target of the pragmatic approach to the study of language. Weiss (1983) identifies many components of conversational proficiency, some of which include turn-taking, topic maintenance, quality, quantity, fluency, relevance to topic, understanding, coherence, and effectiveness of control. Grice, as quoted by Rees (1978), describes

the "cooperative principle," involving four rules which participants in a conversation should observe:

A. Quantity (the quantity of information to be provided)
   1. Make your contribution as informative as is required (for the current purposes of the exchange).
   2. Do not make your contribution more informative than is required, or, your listener will be misled or think you talk too much.

B. Quality (try to make your contribution one that is true)
   1. Do not say what you believe to be false.
   2. Do not say that for which you lack adequate evidence.

C. Relation (be relevant, whatever that may turn out to mean, specifically)

D. Manner (be perspicuous)
   1. Avoid obscurity of expression.
   2. Avoid ambiguity.
   3. Be brief (avoid unnecessary prolixity).
   4. Be orderly. (p. 207)

Halliday (1978) describes conversation as spontaneous interactions involving an exchange of meanings occurring in an ordinary, everyday situation. Cole (1982) defines conversational competency as learning to understand conversational rules and procedures, conforming to the demands of the social context, and interpreting dialogues appropriately by utilizing and developing linguistic skills. In reviewing the literature, it was found that many of the definitions and components regarding conversational competence were synonymous to those describing communicative competence. However, the majority of definitions in the literature concerning conversational competency can be synthesized into the following definition: An element of communicative competence concerned with the ability to know who can say what, in what way, to whom, when, where, and by what means, while keeping in accordance with

the rules and regulations of the conversational interaction (Weiss, 1983; Hymes, 1971; Rees, 1978; Cole, 1982).

Conversation and Fluency Research

Through extensive review of the literature, limited information was recovered regarding the conversational competency of individuals who exhibit fluency disorders. However, the exploration of fluency disorders within a conversational framework of language is becoming recognized by speech-language pathologists as having important connections. Rosenburg suggests some of these connections might include "a higher frequency of males, left-handers, and dyslectics among stutterers, and a higher frequency of stuttering among aphasics, especially during recovery" (Schiefelbusch, 1978, p. 33).

Lucas (1980) discusses the possibility of severe semantic word errors paired with semantic/syntactic deficits causing an interruption in the flow of ideas, thus manifesting themselves in a fluency problem. She describes a situation in which a client, diagnosed as having a severe stuttering problem, found limited success in fluency therapy. After being rediagnosed as having a severe language disorder, emphasis in this area resulted in reducing the client's dysfluencies. Similarly, Eisenson (1958) describes speech as a difficult process in which a person must be able to control many aspects (i.e., grammar, vocabulary, rate, articulation, and pronunciation). He suggests that difficulty in any of these areas can lead to a struggle of communication, resulting in disordered fluency.

Past and present research presents many theories and hypotheses regarding the etiology of fluency disorders; however, not until

recently has literature addressed the "effect" that fluency disorders may have on the individual's communicative competency. Yovetich (1984) states that "the basic problem in stuttering is the disruption in communication. As language is responsible for communication, stuttering could be considered a 'language' problem" (p. 11).

Conversational Context

When considering the analysis of a conversation, one must keep in mind the many situational aspects that may affect the interaction. The act of conversation is a dynamic process involving the entire situational context and physical surroundings, as well as the verbal and nonverbal exchanges of the participants. Research supports the need to study the situational aspects of communication closely and suggests that knowledge of the relationship between the verbal and nonverbal behaviors of conversation can be useful in determining an individual's conversational competency (Jones, n.d.). Although many communication models have been proposed for analyzing verbal communication skills, recent studies emphasize the need to observe the total communicative context, including the verbal and nonverbal behaviors occurring within the context. Birdwhistell (1970) suggests a co-occurrence model of communication in which behaviors, both verbal and nonverbal, are analyzed simultaneously. His model is based on the assumption that many nonverbal behaviors supplement verbal behaviors during the act of conversation. The contextual analysis model is another model of communication which suggests that the "total context" be taken into consideration when assessing an individual's communicative competence (Jones, n.d.).

Conversation and its context has been described in many ways. Lindfors (1980) explains the act of conversation as a "game, involving a series of moves by participants" (p. 291). She further states that in this game the participants are involved in some sort of turn-taking, acting upon and influenced by successive and preceding exchanges while following a set of guidelines or rules. Prutting (1982) describes a communicative context as being the existence or occurrence of mutually related circumstances. She identifies several important components related to the interactional situation, which include:

> the cognitive and social context (knowledge of the physical world and social world including the setting, the communicative partner, and the rules for interaction), the physical context (perceptual properties of people, places and objects), the linguistic context (prior, co-occurring, and post verbal behavior used in composing and interpreting communication), and the non-linguistic context (nonverbal and paralinguistic behavior in generating and interpreting meaning) (p. 125).

Although literature basically supports the need to analyze conversational competency as a situation-based interaction, some researchers believe there is a need to conduct an analysis in which the context is controlled, thus allowing for a comparison of the results to those of an uncontrolled situation (Miller, 1978).

It is obvious that conversational contexts are highly complex in nature. In order to adequately analyze the conversational competency of a person, a careful investigation of the multidimensional components must be carried out. Weiss (1983) suggests that a wholistic approach is needed to complete the communicative competence analysis procedure and proposes the INter-REActive Learning (INREAL)

model as a way of approaching this process. The INREAL Evaluation Model (ITEM) - III is "based on the discourse model of conversation which has as part of its structure genuine communication that is meaningful and sincere" (Weiss, 1983, p. 1). In this model, Weiss presents a macro-micro-macro videotape analysis format in which an entire conversational interaction is first viewed as a whole, and then general impressions of communicative behavior are marked (Macroanalysis I). The situation is then viewed again and discrete verbal and nonverbal behaviors are identified and tallied for each interactional partner (Microanalysis). The last analysis (Macroanalysis II) consists of a re-viewing of the entire interaction as a whole and validating the data from Macroanalysis I. This type of analysis enables the examiner to view each interactant as an individual but also as a partner in the transactive communicative events. Appendix A presents the ITEM - III analysis form.

Summary

In summary, it is clear that the need for communicative competence, for the survival of human relationships, is of great importance. Research supports the fact that conversational competence involves many areas in which a person must become proficient. Literature suggests that individuals who exhibit fluency disorders may experience difficulties in the areas of conversational proficiency. Although research concerning the conversational competence of persons with fluency disorders is limited, literature stresses the need to investigate this communicative aspect more closely. Section III describes the design of the present research.

Section III

Research Design

Methods and Materials

A statement of the problem and a review of the related literature concerning the conversational competency of fluency disordered individuals was presented in Section I and II. Section III contains the research design, methodology, and materials utilized for this study.

This study was designed to analyze and describe the conversational competency of adult male individuals who exhibit fluency disorders. The present research was a descriptive pilot study. Because the need of this researcher was to determine the existence of specific communicative behaviors in an interactional environment, without the manipulation of conditions or obtrusion from the researcher, a descriptive design, as defined by Ventry and Schiavetti (1980), was employed. It was classified as a pilot study because circumstances forced the use of a limited pool of subjects.

Subjects. The subjects chosen for this study were five adult males, ranging in age from 17 to 29 years. All of the subjects had been diagnosed as having a fluency disorder and were enrolled in fluency therapy during the time of the study. The following variables were identified for each subject: 1) age, 2) sex, 3) fluency disorder, 4) previous therapy, 5) current therapy, 6) familiarity with interactant, 7) familiarity with environment, 8) previous videotaping experience, 9) public speaking experience, 10) occupation. The information regarding the subjects' familiarity with the interactant,

previous videotape experience, and public speaking experience were included as variables which could have an effect on the subjects' knowledge and experience with the rules of conversation. A description of the subjects' demographic information is as follows:

Subject 1, a 20-year old male, had been diagnosed, through previous clinical procedures unrelated to this study, as communicatively disordered, exhibiting severe dysfluencies. Subject 1 had attended fluency therapy since childhood and was currently enrolled in fluency therapy for one 1-hour session per week. Subject 1 was familiar with the interactant involved in this research, with the relationship being that of client/clinician. Subject 1 was also familiar with the videotaping environment, it being his therapy environment. Subject 1 had previously been videotaped, although not for purposes of this research. Subject 1 had not had experience in courses of, or related to, public speaking prior to this study. Subject 1 was a member of the United States Army.

Subject 2, a 17-year old male, had been diagnosed, through previous clinical procedures unrelated to this study, as communicatively disordered, exhibiting mild to moderate dysfluencies, as well as moderate to severe cluttering. Subject 2 had attended fluency therapy throughout high school and was currently enrolled in fluency therapy for two 1-hour sessions per week.

Subject 2 was familiar with the interactant involved in this research, with the relationship being that of client/clinician. Subject 2 was also familiar with the videotaping environment, it being his therapy environment. Subject 2 had not had the experience of being videotaped prior to this study and had not had experience in courses of, or related to, public speaking prior to this study. Subject 2 was a senior in high school.

Subject 3, a 29-year old male, had been diagnosed, through previous clinical procedures unrelated to this study, as communicatively disordered, exhibiting severe dysfluencies. Subject 3 had attended fluency therapy since childhood and was currently enrolled in fluency therapy for one 1-hour session per week. Subject 3 was familiar with the interactant involved in this research, with the relationship being that of client/clinician. Subject 3 was also familiar with the videotaping environment, it being the subject's therapy environment. Subject 3 had not had the experience of being videotaped prior to this study and had not had experience in courses of, or relating to, public speaking prior to this study. Subject 3 was a member of the United States Army.

Subject 4, a 19-year old male, had been diagnosed, through previous clinical procedures unrelated to this study, as communicatively disordered, exhibiting mild

dysfluencies. Subject 4 had attended fluency therapy since childhood and was currently enrolled in fluency therapy for two 1-hour sessions per week. Subject 4 was familiar with the interactant involved in this research, with the relationship being that of client/clinician. Subject 4 was not familiar with the videotaping environment. Subject 4 had previously been videotaped, although not for purposes of this research. Subject 4 had not had experience in courses of, or relating to, public speaking prior to this study. Subject 4 was a student attending his senior year of college.

Subject 5, a 21-year old male, had been diagnosed, through previous clinical procedures unrelated to this study, as communicatively disordered, exhibiting mild dysfluencies. Subject 5 had attended fluency therapy throughout his four years of college, and was currently enrolled in fluency therapy for two 1-hour sessions per week. Subject 5 was not familiar with the interactant involved in this research. Subject 5 was not familiar with the videotaping environment. Subject 5 had previously been videotaped, although not for purposes of this research. Subject 5 had had previous experience in both public speaking and interpersonal communication courses prior to this study. Subject 5 was a student attending his senior year in college. Table 1 summarizes subjects' demographic information.

Table 1. Subject Demographic Information					
Subject	1	2	3	4	5
AGE	20	17	29	19	21
SEX	M	M	M	M	M
FLUENCY DISORDERED	Y	Y	Y	Y	Y
PREVIOUS THERAPY	Y	Y	Y	Y	Y
CURRENT THERAPY	Y	Y	Y	Y	Y
FAMILIAR WITH INTERACTANT	Y	Y	Y	Y	N
FAMILIAR WITH ENVIRONMENT	Y	Y	Y	N	N
PREVIOUSLY VIDEOTAPED	Y	N	N	Y	Y
PUBLIC SPEAKING EXPERIENCE	N	N	N	N	Y
OCCUPATION	MS	St	MS	St	St

Code: Y = Yes, N = No; St = Student, MS = Military Service; M = Male

Interactant. The interactant, who participated in each of the dyadic conversational interactions with the subjects, was a 27-year old female, enrolled as a second year graduate student in communicative disorders. The interactant was knowledgeable and experienced in utilizing INter-REActive Learning strategies and has had previous experience working with clients exhibiting fluency disorders. The interactant was also skillful in the operation of videotaping equipment.

Raters. The raters involved in this study were two speech-language pathologists holding Master of Arts degrees in communicative disorders. Both of the raters have had extensive formal training in the utilization and analysis of INter-REActive Learning strategies. They were employed as speech-language pathologists in the public school setting.

Equipment. The equipment utilized in this study to record the visual segments of the dyadic conversational interactions for Subjects 1, 2, and 3 included a Panasonic WV 3990 portable studio camera, a Panasonic NV 9400 three-quarter inch recorder/player, a Panasonic CT 1300 13" color monitor, and a Comprehensive Video, video scribe. The equipment utilized to record the auditory segments of Subjects 1, 2, and 3 included two Radio Shack lavalier microphones, utilized by each subject and the interactant. The original videotaped segments of Subjects 1, 2, and 3 were recorded on a three-quarter inch color videotape cassette and later transferred to a one-half inch color videotape cassette.

The equipment utilized to record the visual and auditory segments of the dyadic conversational interactions of Subjects 4 and 5 included a Sharp XC-500U portable studio camera, a JVC HR 6700U VHS recorder/player, a Sharp 31C30 19" color monitor, and two Realistic Candoid Dynamic 33-992A boom microphones. The videotaped segments of Subjects 4 and 5 were recorded on the same one-half innch color videotape cassette to which Subjects 1, 2, and 3 had been transferred.

Equipment utilized in the transcription and analysis procedure of the dyadic conversational interactions included a playback unit consisting of a JVC HR 6700U VHS recorder/player and a Sharp 31C30 19" color monitor. All segments were viewed and analyzed from a one-half inch color videotape cassette.

Videotaping Environment. The videotaping environment during the dyadic conversational interaction for Subjects 1, 2, and 3, included a therapy room in which all three subjects had previously

attended group therapy once weekly. During the videotaping procedure the subject and the interactant, two chairs, one camera on a tripod stand, and miscellaneous chairs and tables were present in the room. Both chairs were placed approximately one foot apart at 90 degree angles to each other, facing the camera. No other items or people were present in the immediate environment, nor were there any other people present in the room. During the ten minute conversational interaction, the subject and the interactant each wore a lavalier clip microphone attached to clothing at mid-chest level.

The videotaping environment, during the dyadic conversational interactions for Subjects 4 and 5, was an Audiovisual studio which contained various technical audio and video equipment, as well as providing an area in which to conduct audio and videotaping sessions. During the videotaping procedure, the subject and the interactant, two chairs, two boom microphones, one camera on a tripod stand, and miscellaneous equipment were present in the room. Both chairs were placed approximately one foot apart at 90 degree angles to each other, facing the camera. Two boom microphones were utilized, one placed to the right of the interactant's chair and the other placed to the left of the subject's chair. During the ten minute conversational interaction, no other items or people were present in the immediate videotaping environment.

During all of the videotaping segments, the camera was placed in a fixed position, supported by a tripod. The camera was framed to provide a full body two shot, allowing for a complete view of the subject's and interactant's entire body movements.

Videotaping Procedure. Each subject was scheduled and videotaped for a ten minute segment while engaging in dyadic conversation with the interactant involved in this study. Previous to the videotaping session, each subject was informed that this research was being conducted in order to observe the conversational topics that emerged based on the various backgrounds of each of the subjects. Prior to the subject's entrance into the room, the interactant had turned on the camera, taken a seat, and, if applicable, attached a microphone to her clothing. The subject was then instructed that he could begin conversing as soon as he had taken a seat in the designated chair. The interactant was then instructed to attach a microphone to the subject's clothing as soon as he had taken a seat (i.e., for Subjects 1, 2, and 3). The interactant was also instructed to allow the subject to begin a conversation, if possible. However, if after a ten second latency period, once the subject had taken a seat, the subject had not initiated, she was to begin the conversation. The conversation between the interactant and subject was then videotaped for ten minutes, beginning from the moment the client entered the videotaping area.

Analysis Environment. The analysis environment consisted of a small carpeted room containing one color monitor, one recorder/player playback unit, and two chairs. The raters were permitted to position and arrange the video equipment and chairs to their convenience.

Analysis Form. The INter-REActive Learning (INREAL) Evaluation Model (ITEM) - III, Form C (Interpersonal Communication Pacing)

analysis form (Farmer, 1984a) was utilized to analyze and describe the conversational competency of the five subjects in this study. The primary intent of this tool is for identifying discreet communication behaviors for purposes of clinical training, not for research purposes. However, the INREAL format was the only available tool at the time of this study which provided the necessary analysis for this type of research.

The INREAL analysis includes a macro-micro-macro format in which information is obtained through the use of judgments and tallies for the interaction process. Judgments are utilized in the Macroanalysis (sections I and II) of the ITEM to indicate the presence or absence of behaviors for the subject and interactant, as well as to determine the "appropriateness" (i.e., on target, too much, or too little) of the interactant's behaviors. Judgments of the interactant's "appropriateness" of behaviors were determined by the context of the situation, i.e., "on target" included an observed behavior that met the criterion of being genuinely communicative as defined by INREAL philosophy; "too much" included a behavior that occurred too frequently to be genuinely communicative; "too little" included behaviors observed too infrequently (Weiss, 1983). Tallies are utilized in the Microanalysis section of the ITEM to count each behavior observed for the subject and interactant. Both verbal and nonverbal judgments and tallies are identified in the analysis process.

The Macroanalysis I and II of the ITEM includes major topic areas of communication, as well as their components, for which a behavior

judgement analysis can be made. These major topic areas of the Macroanalysis include: Context, Communication Level, Who Led Conversation, and Amount of Talk Time. The Microanalysis also includes major topic areas of communication, and their components, for which a behavior count analysis can be made. These major topic areas include: Latency, and Behaviors. Appendix A presents the ITEM - III analysis form.

The INREAL Evaluation Model (ITEM) - III TRAINING MANUAL was also utilized in the analysis procedure to provide the raters with detailed information regarding the analysis procedures, as well as to provide a complete description of each major topic area and their components (Weiss, 1983; Farmer, 1984b).

Analysis Procedure. After the conversational interactions had been videotaped, a five-minute typescript was completed by the researcher for each dyadic conversational interaction. The transcription procedure consisted of segmenting the subject's and interactant's verbal and nonverbal behaviors into turns and exchanges, beginning from the moment the subject entered the videotaping environment. Each turn consisted of one person's verbal and/or nonverbal communication act, while each exchange included one complete turn of each communicator. Turn and exchange boundaries were designated when a consensus of three judges (i.e., researcher and two raters) confirmed the apparent verbal and/or nonverbal turn relinquishment of one speaker and the verbal and/or nonverbal turn initiating of the other speaker. Each transcription was completed by viewing a five minute videotaped segment of each subject's

conversational interaction with the interactant, through a color monitor. This information was then transferred to a microcomputer, through word processing, where various changes could be made. The entire transcription process for each dyadic conversational interaction took approximately eight hours to complete in final form, with total transcription time consisting of approximately 40 hours. The transcription of turns and exchanges produced a range of 6 to 27 exchanges across the conversational interactions. Each transcription also presented a brief description of the context, materials, and additional information relating to that particular dyadic conversational interaction. Appendix B presents Subject 3's dyadic conversational interaction transcription as an example.

The analysis procedure, for each of the dyadic conversational interactions, involved a process of two raters meeting once or twice weekly for one to three hours, throughout a three month period. During this time, both raters simultaneously discussed and completed a macro-micro-macro analysis utilizing the ITEM -III, Form C for each of the conversational interactions. Only one dyadic interaction was analyzed at a time, with the following dyadic interaction being assessed only after the previous interaction analysis had been thoroughly completed. During the analysis procedure, the raters were required by the researcher to come to a consensus, having 100% agreement (forced consensus), concerning all judgments and tallies made of the subject's and interactant's communicative behaviors. Judgments for the subjects were made to determine the presence or absence of behaviors, while judgments for the interactant included

decisions about the presence and absence of behaviors, as well as the "appropriateness" of these behaviors. The initial few minutes of each meeting of the raters consisted of a discussion with the researcher concerning transcription changes or additions, progress, and/or difficulties regarding the analysis procedure. The entire analysis procedure took approximately 65 hours, extended over a three-month period.

Data Analysis. After the analysis had been completed for each conversational interaction, a data analysis procedure was performed. The data analysis involved a compilation process, utilizing the analyzed information from each of the five conversational interactions. In this process, all of the Macro judgments and Micro tallies from each subject's individual conversational interaction profile were transferred to a single ITEM - III, Form C compilation profile sheet. This compilation allowed for a more complete analysis, in which all judgments and tallies could be described in terms of patterns, differences, and similarities between subjects and the interactant. Once the compilation process was completed, each major area of the Macroanalysis and Microanalysis was then divided into its sections and converted into tables. The findings from the data analysis are described in Section IV, Tables 2-19.

This section described the research design, methodology, and materials utilized in this study to determine the conversational proficiency of adult males who exhibit fluency disorders. Section IV describes the results of this study.

Section IV

Results

Section III discussed the research design, methodology, and materials utilized in this research; section IV presents the results that were obtained.

Results from Table 2, Communication Level: Interpersonal Communication, reveal that all five subjects demonstrated honesty and trust as two components of interpersonal communication (Rossiter & Pearce, 1975). Four of the five subjects exhibited validation and self disclosure. All five subjects demonstrated an expressive style of interpersonal communication (Knapp, 1978). The interactant's interpersonal communication behaviors were judged to be on target (Farmer, 1984b) for honesty, validation, self disclosure, and trust

TABLE 2. Communication Level: Interpersonal Communication

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
Components	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. Honesty	x x x x x	x x x x x		
2. Validation	x x x x	x x x x x		
3. Self Disclosure	x x x x	x x x x x		
4. Trust	x x x x x	x x x x x		
Style				
1. Analytical				
2. Driver				
3. Amiable		x x x	x x	
4. Expressive	x x x x x			

Code: SUBJECT
x = behavior observed

INTERACTANT
x = behavior observed

with all five subjects. The interactant demonstrated an amiable interpersonal communicative style with all subjects, although this behavior was judged to be too much (Farmer, 1984b) with Subjects 1 and 3.

TABLE 3. Communication Level: Strategies

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Defining				
Interpret/Rephrase/Qualify	x	x		
Justifying				
Repeating				
Praising				
Request Obs/Acnts/Descrip	x + x	+ x +	+	
Give Observ./Acnts/Descrip	+ + + + +	x + x +		
Requesting Opinion		x +		
Giving Opinion	x x	x		
Request Suggs./Alterns.				
Giving Suggs./Alterns.				
Criticizing				
Evaluating				
1. Positive	x x	x x x		
2. Negative		x		
Silence/Confusion	x	x x x		
Irrelevant				
Social	x x x	+ x + + x		
REACTIVE		+ + + +		
INSTRUCTIVE		x x		
EXPRESSIVE		x x + x x		
Naturally Conversational	+ + + + +	+ + + + +		

Code:

SUBJECT
+ = predeominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

Results from Table 3, Communication Level: Strategies (Chapman,1981), define the most predominant behavior of all subjects to be that of Giving Observations/Accounts/Descriptions. Three of the

subjects also demonstrated strategies of Requesting Observations/Accounts/Descriptions and Social behaviors. The interactant exhibited various communicative strategies throughout the dyadic conversational interactions. The interactant's most predominant strategies were utilized with four of the five subjects and included Requesting Observations/Accounts/Descriptions, which was on target for Subjects 2 - 5 and too much with Subject 1, and Giving Observations/Accounts/Descriptions, which was judged to be on target for Subjects 1 - 5. The interactant also exhibited the use of Evaluation (positive) and Silence/Confusion with three of the five subjects, which was judged to be on target. The interactant demonstrated social behaviors, which were judged to be on target with all five subjects. She was also, most predominantly, reactive (Weiss, 1983) with four of the subjects, although she demonstrated some expressive (Weiss, 1983) strategies with all five subjects, most predominantly Subject 3. Her reactive and expressive strategies were judged to be on target with all subjects. All subjects and the interactant were naturally conversational throughout the dyadic conversational interactions.

TABLE 4. Communication Level: Domain

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Cognitive	+ + + + +	+ + + + +		
Semantic	x	x		
Affective				

Code:

SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

Results from Table 4, Communication Level: Domain (Hyman, 1975), show that all subjects and the interactant predominantly exhibited a cognitive style of communication. The interactant was judged to be on target in all interactions.

TABLE 5. Communication Level: Cognitive Components

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
Primary Represent. System	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. Auditory		x x		
2. Visual		x		
3. Haptic				
4. Unclassified	+ + + + +	+ + + + +		
Tempo				
1. Impulsive	x			
2. Reflective	x x x x x	x x x x x		
3. Risk-Taking				
4. Caution				
Dimensional Salience				
1. Field Independence	x x x x	x x x x		
2. Field Dependence				

Code:
SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

Results from Table 5, Communication level: Cognitive Components (Muma, 1978; Bandler & Grinder, 1979), establish that all five subjects and the interactant utilized an unclassified primary representational system. All of the subjects and the interactant demonstrated a reflective cognitive tempo and four of the five subjects exhibited field independent dimensional saliency. The interactant also demonstrated field independence within four of the five interactions. All of the interactant's behaviors, as shown in this table, were judged to be on target with each of the subjects.

TABLE 6. Communication Level: Linguistic Components

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
Vocal Suprasegmentals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. pitch	x x x x x	x x x x x		
2. prosody				
a. sing song	x	x		
b. monotone	* * *	x		
3. stress				
a. exaggerated artic.	x	x		
b. lengthd. syllables	* * * *	x		
4. rate	* # - x x	x x x x x		
5. intensity	x x x x x	x x x x x		
6. quality	x x x x x	x x x x x		
Phonologic (form)	x x x x x	x x x x x		
Semantic (content)	x x x x x	x x x x x		
Syntactic (form)	x x x x x	x x x x x		
Metalinguistic	x			

Code:

SUBJECT
- x = behavior observed, appropriate
- * = behavior observed, too much
- - = behavior observed, too little
- # = behavior observed, too much at times, too little at times

INTERACTANT
- x = behavior observed

Results from Table 6, Communication Level: Linguistic Components (Weiss, 1983), reveal that all five subjects and the interactant utilized vocal suprasegmentals of pitch, quality, and intensity. Subjects 2, 3, and 4 demonstrated prosody that was judged to be too monotonal, while Subjects 2 - 5 exhibited, too frequently, lengthened syllables while speaking. The majority of the subjects (i.e., three or more), demonstrated variations in rate, while Subject 1 exhibited a rate that was judged to be too fast, Subject 2 demonstrated a rate that was too fast at times/too slow at times, and Subject 3 exhibited

a rate that was too slow. All of the subjects and the interactant demonstrated appropriate linguistic components of phonology, syntax, and semantics.

TABLE 7. Communication Level: Social Components

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
Pragmatic Function (Use)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. Responsives	x x x	x x		
2. Instrumental				
3. Regulative		x		
4. Interactional				
5. Personal	x x x x x	x x x x		
6. Requestive	x x	x x x	x	
7. Performative				
8. Expressive		x x		
9. Informative	x x x x x	x x		
10. Imaginative	x x			

Code: SUBJECT x = behavior observed; INTERACTANT x = behavior observed

Results from Table 7, Communication Level: Social Components (Weiss, 1983), show that all five subjects utilized the personal and informative functions of pragmatics. Subjects 1, 2, and 5 also demonstrated the use of the responsive pragmatic function. Results reveal that the interactant utilized the responsive, regulative, expressive, and informative functions, however, only with one or two subjects. The interactant exhibited the use of the personal function with Subjects 1, 2, 4, and 5, and the requestive function with Subjects 2, 4, and 5. The interactant was judged to be on target in all her uses of pragmatic functions, with the exception of the requestive function which she utilized too much with Subject 1.

TABLE 8. Communication Level: Communication Competence (Basic)

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Initiating	x x x x	x x	+	
Responding	+ + + + +	x + + + +		
Turn taking	x x - x x	x x x x x		
Topic maintenance	x x x x x	x x x x x		
Conversation Proficiency				
1. quality	x x - x x	x x x x x		
2. quantity	x x * x x	x x x x x		
3. relevance	x x x x x	x x x x x		
4. understanding	x x x x x	x x x x x		
5. fluency	- - - - -	x x x x x		
6. coherence	- x x x x	x x x x x		
7. effect. of control	- x x x x	x x x x x		
8. abil. to fill presups.	x x x x x	x x x x x		
9. repair convrstn brkdns				
10. alternative styles				
a. frozen				
b. formal				
c. consultive				
d. casual	+ + + + +	+ + + + +		
e. intimate				

Code:

SUBJECT
+ = predominant behavior observed
x = behavior observed
* = behavior observed, too much
- = behavior observed, too little

INTERACTANT
+ = predominant behavior observed
x = behavior observed

Results from Table 8, Communication Level: Communication Competence (Basic) (Simon, 1979; Cole, 1982; Wood, 1982), show that Subjects 1, 2, 3, and 5 initiated topics of conversation, although all five subjects predominantly exhibited the act of responding to the topic they initiated. Initiations were judged as topic introductions, while a response was judged as anything said by the subject and/or interactant regarding the topic. The interactant's initiations of

topics were judged to be on target with Subjects 4 and 5, while it was judged that the interactant initiated topics too often with Subject 1. The interactant responded to all of the Subjects' topics, although this was exhibited predominantly with Subjects 2, 3, 4, and 5. All of the interactant's responses were judged to be on target.

All of the subjects exhibited turn taking and topic maintenance, although Subject 3 demonstrated too little (Farmer, 1984b) turn taking. All of the subjects demonstrated the various aspects of conversational proficiency: 1) quality, although Subject 3 did not present enough quality information to the interactant; 2) quantity, although Subject 3 provided an excessive amount of information to the interactant; 3) understanding; 4) relevance; 5) ability to fill presuppositions; 6) coherence, although Subject 1 demonstrated frequent incoherent utterances throughout the interaction; 7) effectiveness of control, although Subject 1 exhibited limited efficiency in delivering the message to the interactant during the interaction. All of the five subjects demonstrated limited freedom from dysfluencies during their conversations with the interactant. The predominant interaction style of all five interactions was judged to be casual (Lund & Duchan, 1983).

The interactant exhibited conversational behaviors of quality, quantity, relevance, understanding, fluency, coherence, effectiveness of control, and ability to fill presuppositions, which were all judged to be on target. The interactant's predominant interaction style was identified as casual and was judged to be on target for all five interactions.

TABLE 9. Communication Level: Communication Competence (Advanced)

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Beginning Social Skills	+ + + + +	+ + + + +		
Advanced Social Skills				
Feelings Skills				
Alt. To Aggress. Skills				
Stress Skills				
Planning Skills				

Code: SUBJECT
+ = predominant behavior observed

INTERACTANT
+ = predominant behavior observed

Results from Table 9, Communication Level: Communication Competence (Advanced) (Goldstein, Sprafkin, Gershaw, and Klein, 1980), reveal that all of the subjects and the interactant demonstrated beginning social skills (e.g., listening, starting and maintaining a conversation, asking questions) during the interactions. The interactant's social skills utilized with each of the five subjects were judged to be on target.

TABLE 10. Communication Level: Reaction Time Latency

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
More than 4 seconds				
About 4 seconds				
Less than 4 seconds	+ + + + +	+ + + + +		
Interrupts	x x	x x x		

Code: SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

Results from Table 10, Communication Level: Reaction Time Latency (Weiss, 1983), show that all of the subjects and the interactant predominantly utilized less than four seconds of latency time between the initiation and/or response of the conversational turns. The interactant also interrupted during her interaction with Subjects 1, 3, and 5. All of the interactant's reaction time latency behaviors were judged to be on target.

TABLE 11. Nonverbal Behaviors: Proxemics

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Eye level	x x x x x	x x x x x		
Distance	x x x x x	x x x x x		
Position				
1. beside				
2. across	x x	x x		
3. right angles	x x x	x x x		
Contact				
1. touch	- - - - -	- - - - -		
2. hold	- - - - -	- - - - -		

Code: SUBJECT
x = behavior observed
- = behavior not observed

INTERACTANT
x = behavior observed
- = behavior not observed

Results from Table 11, Nonverbal Behavior: Proxemics (Knapp, 1978), establish that all of the subjects and the interactant demonstrated identical patterns of proxemics including eye level, distance, position (i.e., at right angles for Subjects 1, 2, and 3, and across for Subjects 4 and 5), and contact (i.e., not observed for subjects or interactant). All of the interactant's behaviors were judged to be on target in each of the interactions.

TABLE 12. Nonverbal Behaviors: Head and Neck

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Gaze				
1. mutual	+ + + + +	+ + + + +		
2. nonmutual	x x x x	x x x x		
Facial expression				
1. smile	+ x	+ x x		
2. frown	x			
3. neutral	x x x x x	x x x x x		
4. changing	x x + x x	x + + + x		
Movement				
1. amount				
a. target	+ + + + +	+ + + + +		
b. minimum				
c. maximum	x			
2. type				
a. nod	x		+	
b. shake	+	x		
c. conversational	x	x		
d. cock	x	x		
3. other				
a.	x x x	x x x		
b.	x x x	x x		
c.	x x	x		
d.	x			

Code:

SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

SUBJECT AND/OR INTERACTANT 1: Movement
3. other
a. leans forward
b. looks at foot
c. turns toward camera

2: Movement
3. other
a. looks at camera
b. looks at ceiling
c. looks at interactant
d. looks down

3: Movement
3. other
a. looking to interactant and back

5: Movement
3. other
a. interactant turning, following subject's movements
b. looks at floor/foot

Results from Table 12, Nonverbal Behaviors: Head and Neck, reveal that all subjects and the interactant predominantly exhibited mutual gaze, although Subjects 1, 2, 3, and 5, and the interactant with these subjects, also demonstrated occasional nonmutual gaze. All of the subjects and the interactant exhibited neutral and changing facial expressions. Subject 3 predominantly demonstrated changing facial expressions, while the interactant predominantly exhibited changing facial expressions with Subjects 2, 3, and 4. The subjects' and the interactant's head and neck movements were predominantly judged to be on target, although Subject 2 exhibited occasional maximal movement during the interaction. The types of movements observed of the subjects and the interactant were variable throughout the interactions, although Subjects 1, 2, and 5 exhibited a common behavior of looking down towards the floor or feet. The interactant's nonverbal head and neck behaviors were judged to be on target in all interactions, with the exception of interaction one, in which the interactant nodded her head too frequently.

Results from Table 13, Nonverbal Behavior: Torso, show that all subjects and the interactant were predominantly in the sitting position throughout the conversational interactions. The subjects' and the interactant's predominant orientation was toward each other, although the interactant, during interaction two, was positioned away from the subject. The amount of torso movement for all of the subjects and the interactant was predominantly judged to be on target, although the interactant exhibited some maximal movement in interactions two, four, and five.

TABLE 13. Nonverbal Behaviors: Torso

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Position				
1. sitting	+ + + + +	+ + + + +		
2. standing	x			
Orientation				
1. toward	+ + + + +	+ + + +		
2. away		+		
Movement				
1. amount				
a. target	+ + + + +	+ + + + +		
b. minimum				
c. maximum	x	x x x		
2. type				
a. backward-forward	x x x	x x x		
b. side-side	x	x x x		
c. conversational				

Code:

SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

Results from Table 14, Nonverbal Behavior: Hands/Arms, reveal that all of the subjects demonstrated hand and arm positions of both up, both down, and down and clasped. Four of the five subjects also exhibited hand and arm positions in which one was up and one was down. The interactant exhibited identical hand and arm positioning patterns with three or more of the subjects. The subjects' and the interactant's amount of hand and arm movement was judged to be on target, although Subjects 1, 2, and 3 exhibited some maximal movement

during the conversational interactions. The interactant also demonstrated some maximal movements with Subjects 1 and 2. All of the subjects and the interactant, during the interactions, demonstrated illustrative and adaptive (Knapp, 1978) movements. The interactant's hand and arm behaviors, during all interactions, were judged to be on target.

TABLE 14. Nonverbal Behaviors: Hand/Arms

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Position				
1. both up	x x x x x	x x x x		
2. both down	x x x x x	x x x x		
3. 1 up/1 down	x x x x	x x x		
4. crossed		x		
5. other	x x x x x	x x x x		
Movement				
1. amount				
a. target	x x x x x	x x x x x		
b. minimum				
c. maximum	x x x	x x		
2. type				
a. emblem	x			
b. illustrator	x x x x x	x x x x		
c. adaptor	x x x x x	x x x x x		
d. regulator	x			
e. other	x			

Code:

SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

SUBJECT AND/OR INTERACTANT 1-5: Position
5) other = down and clasped

5: Movement-type
2e) other = normal movement while walking

Results from Table 15, Nonverbal Behaviors: Legs/Feet, show that all of the subjects and the interactant were positioned in a sitting fashion during the interactions. During this time, Subjects 2, 4, and

TABLE 15. Nonverbal Behaviors: Legs/Feet

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Position				
1. legs-stand				
a. together	x			
b. crossed				
c. apart	x			
d. other	x			
2. legs-sit				
a. together	x x	x x		
b. cross/knee	+ x + +	+ + + +		
c. cross/ankle	+ x	+		
d. apart	x x	x		
Movement				
1. amount				
a. target	+ + + + +	+ + + + +		
b. minimum				
c. maximum	x x x	x x x		
2. type				
a. emblem				
b. illustrator				
c. adaptor	+ + + + +	+ + + +		
d. regulator				
e. other	x			

Code:

SUBJECT
+ = predominant behavior observed
x = behavior observed

INTERACTANT
+ = predominant behavior observed
x = behavior observed

SUBJECT 5: Position (legs-stand)
1d) other = walking to chair

Movement (type)
2e) other = walking

5 predominantly had their legs crossed at the knee, while Subject 1 exhibited leg crossing at the ankle. Subject 3's positioning of the legs and feet were variable involving crossing at the knee, crossing at the ankles, and apart. The interactant's predominant leg and feet

positioning with Subjects 1, 3, 4, and 5, included crossing of the knees. She also predominantly exhibited crossing of the ankles during the conversational interaction with Subject 2. The amount of movement for all of the subjects and the interactant, predominantly, was judged to be on target, although Subjects 1, 2, and 3 exhibited occasional maximal leg and feet movement, as did the interactant with Subjects 1, 2, and 4. The subjects and the interactant utilized adaptors (Knapp, 1978) as their predominant feet and leg movements. The type of leg and feet movements that the interactant used (adaptor) was judged to be on target.

TABLE 16. Communication Level: Specific Techniques

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Uses person's name		x x		
Stims. Revision/Clarif.		x x		
Allows problem solving		x		
Describes activity	x x * x x	x		
Demonstrates materials				

Code:
SUBJECT
x = behavior observed
* = behavior observed, too much

INTERACTANT
x = behavior observed

Results from Table 16, Communication Level: Specific Techniques (Weiss, 1983), determine that all of the subjects exhibited behaviors of describing activity, while Subject 3 exhibited this behavior too much. Although none of the subjects engaged in any of the other specific techniques shown in Table 16, the interactant utilized these techniques variably throughout the conversational interactions (i.e.,

using person's name, stimulating revision/clarification, allowing problem solving, and describing activity). All of the interactant's behaviors in Table 16 were judged to be on target.

TABLE 17. Who Led Conversation: Initiations and Responses

	SUBJECT	INTERACTANT		
		TARGET	TOO MUCH	TOO LITTLE
Initiations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. nonverbal				
2. verbal	1 2 1	1	5 1	
3. both	1 1			
Responses				
1. nonverbal		1 1 2		
2. verbal	26 5 7 6	22 5 5 7 8		
3. both	2 5 7 6	3 4 4		

Code: SUBJECT/INTERACTANT
Digits indicate the frequency of occurrence of the types of Initiations and Responses

Results from Table 17, Who Led Conversation: Initiations and Responses (Weiss, 1983), reveal that Subject 1 utilized 1 verbal topic initiation and 26 verbal responses to topics initiated. The interactant utilized 5 verbal topic initiations and 22 verbal responses to topics initiated. The judgment was made that the interactant had too many topic initiations.

Subject 2 utilized 2 verbal initiations, 1 verbal/nonverbal initiation, 5 verbal responses, and 2 verbal/nonverbal responses. The interactant did not initiate a topic although she demonstrated the use of 1 nonverbal response, 5 verbal responses, and 3 verbal/nonverbal responses to the topics initiated by the subject. The interactant's initiation/response pattern was judged to be on target.

Subject 3 utilized 1 verbal/nonverbal initiation and 5 verbal/nonverbal responses. The interactant's conversational pattern included no topic initiations, 1 nonverbal response, and 5 verbal responses. The interactant's initiation/response pattern was judged to be on target.

Subject 4 demonstrated the use of 7 verbal responses, and 7 verbal/nonverbal responses. The interactant, during this interaction, utilized 1 verbal initiation, which was judged to be too much, two nonverbal responses, 7 verbal responses, and 4 verbal/nonverbal responses, which were judged to be on target.

Subject 5 exhibited the use of 1 verbal initiation, 6 verbal responses, and 6 verbal/nonverbal responses. The interactant, during this interaction, utilized 1 verbal initiation, 8 verbal responses, and 4 verbal/nonverbal responses. All of the interactant's behaviors, during this conversational interaction, were judged to be on target.

TABLE 18. Conversation: Amount of Talk Time (Percent of 5 minutes)

	SUBJECT					INTERACTANT						
						TARGET	TOO MUCH	TOO LITTLE				
	1	2	3	4	5			1	2	3	4	5
Less than 50%								25	13	0	5	10
About 50%												
More than 50%	75	87	100	95	90							

SUBJECT	INTERACTANT
1: 3 minutes - 45 seconds	1 minute - 15 seconds
2: 4 minutes - 20 seconds	40 seconds
3: 5 minutes	0 minutes
4: 4 minutes - 45 seconds	15 seconds
5: 4 minutes - 30 seconds	30 seconds

Results from Table 18, Conversation: Amount of Talk Time, reveal that all of the subjects were speaking more than 50% of the time. (See Appendix A, p. 78, Talk Time Recording Grid, for talk time instructions.) Subject 1 utilized 75% of the talk time, speaking 3 minutes - 45 seconds of the 5 minutes, while the interactant spoke 25% of the time, or 1 minute - 15 seconds of the 5 minutes.

Subject 2 utilized 87% of the talk time, speaking 4 minutes - 20 seconds of the 5 minutes, while the interactant spoke 13% of the time, or 40 seconds of the 5 minutes.

Subject 3 utilized 100% of the talk time, speaking the entire 5 minutes of the conversational interaction.

Subject 4 utilized 95% of the talk time, speaking 4 minutes - 45 seconds of the 5 minutes, while the interactant spoke 5% of the time, or 15 seconds of the 5 minutes.

Subject 5 utilized 90% of the talk time, speaking 4 minutes - 30 seconds of the 5 minutes, while the interactant spoke 10% of the time, or 30 seconds of the 5 minutes.

The interactant's amount of talk time was judged to be too little for all five interactions.

Table 19, Overall Profile, presents a collage of the subjects' and interactant's exhibited communicative behaviors during the conversational interactions. Table 19 reveals observed behaviors that were demonstrated by three or more of the subjects and those observed behaviors that were exhibited by the interactant during three or more conversational interactions. The overall profile also shows the number of times the interactant's behaviors in each interaction

Table 19. Overall Profile

	SUBJECTS					INTERACTANT: TARGET					INTERACTANT: ↔					INTERACTANT: —					M
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
I. Communication Level																					
A. Interpersonal Commun.																					
1. Components																					
a. Honesty	x	x	x	x	x	x	x	x	x	x											5
b. Validation	x	x		x	x	x	x	x	x	x											4
c. Self Disclosure		x	x	x	x	x	x	x	x	x											4
d. Trust	x	x	x	x	x	x	x	x	x	x											5
2. Style																					
a. Amiable							x		x	x	-		-								
b. Expressive	x	x	x	x	x																
B. Strategies																					
1. Request Obs/Acnts/Desc.	x	x			x		x		x	x	-										2
2. Give Obs/Actns/Desc.	x	x	x	x	x	x	x		x	x											4
3. Evaluating (Positive)	x			x		x	x			x											1
4. Silence/Confusion	x					x	x		x												1
5. Social	x	x			x	x	x	x	x	x											3
6. REACTIVE						x	x		x	x											
7. EXPRESSIVE						x	x	x	x	x											
8. Naturally Convrsat'n	x	x	x	x	x	x	x	x	x	x											5
C. Domain																					
1. Cognitive	x	x	x	x	x	x	x	x	x	x											5
D. Cognitive Components																					
1. Primary Repres. System																					
a. Unclassified	x	x	x	x	x	x	x	x	x	x											5
2. Tempo																					
a. Reflective	x	x	x	x	x	x	x	x	x	x											5
3. Dimensional Salience																					
a. Field Independ.	x	x	x		x	x	x	x		x											4
E. Linguistic Components																					
1. Vocal Suprasegmentals																					
a. Pitch	x	x	x	x	x	x	x	x	x	x											5
b. Prosody																					
1. Monotone		-	-	-					x												1
c. Stress																					
1. Lengthen. Syll.		-	-	-	-				x												1
d. Rate	-	-	-	x	x	x	x	x	x	x											2
e. Intensity	x	x	x	x	x	x	x	x	x	x											5
f. Quality	x	x	x	x	x	x	x	x	x	x											5
2. Phonologic (form)	x	x	x	x	x	x	x	x	x	x											5
3. Semantic (content)	x	x	x	x	x	x	x	x	x	x											5
4. Syntactic (form)	x	x	x	x	x	x	x	x	x	x											5
F. Social Components																					
1. Responsives	x	x			x	x	x														2
2. Personal	x	x	x	x	x	x	x		x	x											4
3. Requestive		x			x		x		x	x	-										2
4. Informative	x	x	x	x	x		x			x											2

Table 19. Overall Profile (continued)

	SUBJECTS					INTERACTANT: TARGET					INTERACTANT: ↔					INTERACTANT: —					M
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
G. Commun. Compet. (Basic)																					
1. Initiating	x	x	x		x				x	x	-										1
2. Responding	x	x	x	x	x	x	x	x	x	x											5
3. Turn Taking	x	x	-	x	x	x	x	x	x	x											4
4. Topic Maintenance	x	x	x	x	x	x	x	x	x	x											5
5. Conversation Profic'y																					
a. Quality	x	x	-	x	x	x	x	x	x	x											4
b. Quantity	x	x	-	x	x	x	x	x	x	x											4
c. Relevance	x	x	x	x	x	x	x	x	x	x											5
d. Understanding	x	x	x	x	x	x	x	x	x	x											5
e. Fluency	-	-	-	-	-	x	x	x	x	x											
f. Coherence	-	x	x	x	x	x	x	x	x	x											4
g. Effect. of Control	-	x	x	x	x	x	x	x	x	x											4
h. Abil.to Fill Presups	x	x	x	x	x	x	x	x	x	x											5
i. Alt. Styles																					
1. Casual	x	x	x	x	x	x	x	x	x	x											5
H. Commun. Compet. (Advanced)																					
1. Beginning Social Skill	x	x	x	x	x	x	x	x	x	x											5
I. Reaction Time Latency																					
1. Less than 4 Seconds	x	x	x	x	x	x	x	x	x	x											5
2. Interrupts	x				x	x		x		x											2
J. Nonverbal: Proxemics																					
1. Eye Level	x	x	x	x	x	x	x	x	x	x											5
2. Distance	x	x	x	x	x	x	x	x	x	x											5
3. Position																					
a. Right Angles	x	x	x			x	x	x													3
K. Nonverbal: Head and Neck																					
1. Gaze																					
a. Mutual	x	x	x	x	x	x	x	x	x	x											5
b. Nonmutual	x	x	x		x	x	x	x		x											4
2. Facial Expression																					
a. Smile	x				x	x			x	x											2
b. Neutral	x	x	x	x	x	x	x	x	x	x											5
c. Changing	x	x	x	x	x	x	x	x	x	x											5
3. Movement																					
a. Amount																					
1. Target	x	x	x	x	x	x	x	x	x	x											5
L. Nonverbal: Torso																					
1. Position																					
a. Sitting	x	x	x	x	x	x	x	x	x	x											5
2. Orientation																					
a. Toward	x	x	x	x	x	x		x	x	x											4
3. Movement																					
a. Amount																					
1. Target	x	x	x	x	x	x	x	x	x	x											5
2. Maximum							x		x	x											
b. Type																					
1. Backward-Forward		x	x		x	x	x			x											2
2. Side-Side							x		x	x											

Table 19. Overall Profile (continued)

	SUBJECTS	INTERACTANT			
		TARGET	↔	—	M
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
M. Nonverbal: Hand/Arms					
1. Position					
a. Both Up	x x x x x	x x x x			4
b. Both Down	x x x x x	x x x x			4
c. 1 Up/1 Down	x x x x	x x x			3
d. Other	x x x x	x x x x			4
2. Movement					
a. Amount					
1. Target	x x x x x	x x x x x			5
2. Maximum	x x x	x x			2
b. Type					
1. Illustrator	x x x x x	x x x x			4
2. Adaptor	x x x x x	x x x x x			5
N. Nonverbal: Legs/Feet					
1. Position					
a. Legs-Sit					
1. Cross/Knee	x x x x	x x x x			3
2. Movement					
a. Amount					
1. Target	x x x x x	x x x x x			5
2. Maximum	x x x	x x x			2
b. Type					
1. Adaptor	x x x x x	x x x x			4
O. Specific Techniques					
1. Describes Activity	x x - x x	x			1
II. Who Led Conversation					
A. Initiations and Responses					
1. Initiations					
a. Verbal	x x x	x	- -		1
2. Responses					
a. Nonverbal		x x x			
b. Verbal	x x x x	x x x x x			4
c. Both	x x x x	x x x x			3
B. Amount of Talk Time					
1. Less Than 50%		x x x x x			
2. More Than 50%	x x x x x				

Code: SUBJECTS AND/OR INTERACTANT

x = observed, communicative use of the identified behaviors.

- = observed, non-communicative use of the identified behaviors.

M (Matching) = the number of times the interactant's behavior was the same as a given subject's behavior.

↔ = Too much

— = Too little

matches a subject's behavior in that same interaction. Results from the overall profile reveal that 98% of all the interactant's behaviors shown in Table 19 were judged to be on target meaning that all of those behaviors were exhibited in three or more interactions within a specific communication category, and were judged to be genuinely communicative. Seventy-nine percent of the interactant's behaviors matched a subject's behavior, i.e., the interactant exhibited behaviors that were identical to one or more of the subject's behaviors in a specific communication category.

Section IV described the results obtained from this study. Section V provides a discussion of the results obtained regarding the conversational proficiency of five male adults who exhibit fluency disorders.

Section V

Discussion

The results obtained from this study were described in Section IV. Section V presents a discussion of the implications of the results regarding the conversational competence of five adult males who exhibit fluency disorders, and recommendations for further research regarding this topic of study.

Implications

Although limited information and research regarding the conversational proficiency of individuals who exhibit fluency disorders had been documented, recent studies have suggested a connection between fluency disorders and the conversational components of language. Many researchers have further proposed that this connection between the two disorders (i.e., fluency disorders and language disorders) may have some effect on an individual's communicative competence (Yovetich, 1984; Lucas, 1980; Eisenson, 1958; Rosenburg, 1978).

In order to address the disorder of fluency as a language based disorder, it is important to first clarify how language is being defined throughout the literature. If language is being defined as the linguistic components of communication involving only phonology, syntax, and semantics then the results of this study do not support proposals that suggest a connection between fluency disorders and language disorders. Each of the subjects in this study was judged to be exhibiting appropriate linguistic components of language (i.e., phonology, syntax, and semantics) by adult standards. However, if

language is defined as being essentially synonymous with the term communication, which includes cognitive, linguistic, social, nonverbal, and interactive components, then results from this study suggest the need to explore the language disorder-fluency disorder connection further. The conversational profiles (composite and overall) of the subjects and interactant in this study present extensive information regarding this more detailed definition of language (i.e., cognitive, social, linguistic, nonverbal, and interactive) in relation to fluency disorders.

The conversational profiles indicated that all of the subjects were judged to be exhibiting behaviors of interpersonal communication by demonstrating honesty (i.e., attempting to purposely describe an event as one is aware of it), validation (i.e., sending and receiving messages affirming worth as a person and legitimizing an experience), self disclosure (i.e., giving personal information about one's self on various levels), and trust (i.e., interpersonal relationships characterized by contingency, predictability, and alternative options) (Farmer, 1984), all of which are important components of conversational competence. All of the subjects were also judged to have an expressive style of interpersonal communication which is described by Knapp (1978) as an individual who is a "leveler," demonstrating assertiveness and responsiveness as an interactant. Knapp further describes the expressive style as one that creates positive relationships and the most favorable image.

The communication strategies utilized by each of the subjects were limited, i.e., three or more of the subjects used only four of

the possible seventeen strategies available to their communicative repertoire. All of the subjects most often used the strategy of giving observations/accounts/descriptions, while three of the subjects also demonstrated the use of requesting observations/accounts/descriptions and social behaviors. All of the subjects exhibited behaviors that were judged to be naturally conversational indicating that each subject, at some time during the conversational interaction, produced quality information in terms of intonation, prosody, pitch, stress and rate. Limited use of strategies by the subjects could be a result of the communication context in which the subject and interactant were speaking (e.g., total conversation time-10 minutes, analyzed time frame-first 5 minutes, communication environment-studio setting, etc.), suggesting that all of the subjects chose to utilize a limited number of communication strategies. However, this limited use of strategies may also indicate a deficiency in the subjects' repertoire of communication strategies.

All of the subjects in this study demonstrated a communication level that fell into the cognitive domain. The utilization of the cognitive domain of communication indicates that each individual was exhibiting a unique symbolic, logical, and creative interaction in the communicative situation. All of the subjects were also judged to be demonstrating cognitive components of language which reflected their predominant modality in attempting to comprehend and produce language. Each of the subjects' primary representational system was judged to be unclassified, meaning that their predicate forms reflected a predominant use of words such as "think" and "know" rather than

primary sensory modality terms such as "see" (visual), "hear" (auditory), and "feel" (haptic) as described in Neurolinguistic Programming theory (Bandler & Grinder, 1979). Each of the subject's cognitive tempo was judged to be reflective, indicating the ability to consider alternative classifications or responses. All of the subjects were also judged to be field independent, indicating the ability and tendency to draw out a figure from its ground or background.

Information from the subjects' conversational profile indicates some variances among the subjects' utilization of vocal suprasegmentals. While all of the subjects were judged to be exhibiting a communicative use of pitch, three or more of the subjects were judged to demonstrate prosody that was too monotonal in quality and syllables that were excessively drawn out, disrupting the communicative nature of the conversational interaction. The speech rate of three of the subjects was also judged to interfere with the flow of communication. Deficiencies in the suprasegmentals of communication (i.e., pitch, prosody, stress, and rate) may have some effect on the subject's ability to add meaning and information to an utterance.

The social components of conversation are those components of language concerned with the ability to know who can say what, when, where, in what way and to whom (Weiss, 1983). Halliday, Dore and Tough (Weiss, 1983) believe that if a behavior is communicative and intentional, it can be used to create changes or be used to relate human needs. Functions used by the subjects, and the intentions of

these functions, are judged and inferred based on the behaviors exhibited by each of the subjects, the response of the interactant, and the subsequent behavior of the subject. In this study, three or more of the subjects utilized only three of the possible ten functions of language available to their communicative repertoire. These functions included responding (i.e., using language to request information or acknowledge remarks), personal (i.e., using language to express individuality and self awareness), and informative (i.e., using language to share and communicate ideas and intents). Since it is not uncommon within adult conversations for the conversational partners to exhibit most of the ten functions within a five minute time frame, limited use of these functions by the subjects may indicate a deficiency in the each of the subject's repertoires. However, limited use of communication functions may also be a result of the conversational context in which the subject and the interactant were conversing (e.g., total conversation time-10 minutes, analysis time frame-first 5 minutes, communicative context-studio setting, etc.), suggesting that the subjects may have chosen to utilize a limited number of communicative functions.

Communicative Competence (Basic) includes many behaviors which can be crucial in understanding and maintaining the rules and reciprocity of conversational interactions. A majority of the subjects (i.e., three or more) were judged to be exhibiting most of the critical components necessary to conversational competency, with only one component (i.e., fluency) being judged to be deficient. All

five subjects exhibited limited freedom from dysfluencies which may indicate, as suggested by Simon (1979), "an inability to find words with which to express oneself and do so readily " (p. 14). The subjects' Communicative Competence (Advanced) was judged to be reflective of beginning social skills (i.e., listening; starting conversation; having conversation; asking questions; saying thank you; introducing self; introducing other people; giving compliment) which could be considered appropriate to the type of conversational interactions in which each of the subjects was involved.

The conversational profile of the subjects indicated that all of the subjects utilized a reaction time latency of less than four seconds between the initiation and/or response of the conversational turns. Latency refers to the temporal relationships between the subject and the interactant and determines the pace (i.e., rate of reciprocity) of the conversational interaction. The importance of reaction time latency in adult conversations has been discussed by Farmer (1985) who suggests that increased latency, 3-5 seconds, can allow for more communicative reciprocity within adult dyadic conversations, based on data from Rowe (1974).

The conversational profiles of the subjects' nonverbal proxemic behaviors indicated that all of the subjects were judged to be exhibiting eye level, mutual gaze, distance, position, and contact (i.e., touching and holding) that was most comfortable and communicative. All of the subjects' type and amount of head and neck, torso, hand/arm, and leg/feet movements were also judged to be appropriate to the conversational interactions, although most of the

subjects (i.e., three or more) demonstrated some maximal hand/arm and leg/feet movements during the interactions. A majority of the subjects' hand/arm movements were interpreted as illustrators i.e., nonverbal acts which are directly tied to, or accompany, speech and serve to illustrate what is being said verbally (Knapp, 1978). Other hand/arm and leg/feet movements utilized by the subects were judged to be adaptors, i.e., nonverbal behaviors which are thought to develop in childhood as adaptive efforts to satisfy needs, perform actions, manage emotions, develop social contacts, or perform a host of other functions (Knapp, 1978). The appropriate use of these specific nonverbal behaviors can facilitate and increase the opportunities for genuine communication between conversational partners.

As indicated in the conversation profiles, each of the subjects utilized specific strategies of communication during the conversational interactions. All of the subjects were judged to be demonstrating a specific strategy of describing in which the subject talks about what he is doing in a specific activity. Use of this specific communicative technique (i.e., describing) may indicate that each subject is demonstrating conversational communication that is restrictive in quality (e.g., turn taking and conversational reciprocity).

Results from the conversational profile regarding who led the conversation (comparing initiations and responses) indicate that all of the subjects initiated topics of conversation, as well as responded to topics that were initiated. Most of the subjects used verbal behaviors to initiate topics, while most of the responses to the

topics by the subjects were characterized by verbal and verbal/nonverbal behaviors. A majority of the subjects initiated 1 - 2 topics of conversation, with the number of responses to the topics ranging from 5 - 26.

All of the subjects utilized more than 50% of the talk time of the conversational interactions, ranging from 75% - 100% of the time, or 3 minutes - 45 seconds to 5 minutes of the total 5 minutes of the analyzed conversation. This abundance of speaking time may suggest a lack of awareness and understanding of conversational rules and reciprocity on the subjects' part. However, results of excessive talk time may also indicate appropriateness to the conversational situation based on the time frames of each interaction. Each analysis in this research was completed on the initial five minutes of each interaction and each conversational interaction was taped for approximately ten minutes, suggesting that each subject may have had a limited amount of time in which to develop or indicate conversational reciprocity. Therefore, it may be suggested that the time frame of the analysis and total conversation time may have had some effect on the subjects' use of talk time. On the other hand, excessive talk time may be an aberrant conversational pattern; that is, if given the conversational lead, a person with a fluency disorder may continue to "dominate the floor" as a way to control the conversation and select communication strategies that will allow him maximal fluency.

Results from this study not only identified the subjects' most predominant conversational behaviors, but findings also identified the importance of the interactant's role in dyadic conversational

interactions. As the literature suggests, conversational contexts are critical in investigating and analyzing an individual's communicative competence (Jones, n.d.; Birdwhistell, 1970; Lindsfors, 1980; Prutting, 1982; Miller, 1978; Weiss, 1983). Based on this literature and corroborated by the results of this study, it is legitimate to suggest that the interactant's communicative behaviors impact on the communicative context, as well as on the subjects' conversational competence.

Table 19, in Section IV, Results, presented an overall profile which showed not only the interactant's communicative and non-communicative behaviors, but also the number of times the interactant's behavior was the same as (matched) a given subject's behavior. Results from this table revealed that 98% of the interactant's behaviors were on target (appropriate and communicative within the same communication category as at least three of the subjects), and 79% of these behaviors directly matched a given subject's behavior. Berger and Calabrese (1980) discussed the interactant's role in a communication interaction and suggested that similarities or "matching" between persons reduces uncertainty, while increasing verbal and nonverbal communication, the level of intimacy, the rate of reciprocity, and the amount of liking. Matching, also referred to as pacing and leading, has been suggested to be an effective strategy in developing and "maintaining a higher level of interpersonal interaction through conversation" (Farmer, 1985). Findings regarding the interactant's high percentage of behavioral matching with the subjects' behaviors may indicate that the

interactant's competent communication behaviors had some effect on the conversational proficiency exhibited by the subjects in this study.

Recommendations

Results from this study indicate that further research should be conducted in areas related to this topic, so as to gain clarification and further insight concerning individuals who exhibit fluency disorders. Recommendations for further research are as follows: 1) To conduct a similar study involving five adults males who exhibit fluent speech. This type of study would allow for a comparison of communication profiles to better evaluate the conversational competence of fluency disordered individuals. 2) To conduct a similar study in which time frame modifications are implemented (e.g., increasing analysis time, randomly selecting the analysis time frame, extending total conversation time). 3) To conduct a study in which the interactant is not proficient in the conversational strategies of matching or pacing. Information in this area would help clarify the effect that the interactant may have on the conversational proficiency of individuals who exhibit dysfluent speech. 4) To further explore this topic by analyzing and comparing a larger population of dysfluent and fluent adult male individuals, allowing for an even greater clarification of the conversational behaviors utilized by both populations. 5) To conduct comparable research with fluent females and females who have a primary diagnosis of fluency disorder. 6) To conduct comparable research utilizing a male interactant.

Summary

In order to develop and maintain personal, social, and educational relationships in the world today, the need for communicative competence is essential. One of the most critical components of communicative competence is that of conversational competence, which requires a basic understanding of the rules and procedures of conversational interactions.

The purpose of this study was to explore the conversational competency of five adult male individuals who exhibited fluency disorders. Each subject was individually videotaped for ten minutes while engaging in dyadic conversation with one interactant. After the conversation interactions had been videotaped, a five-minute typescript was completed by the researcher for each of the interactions. The conversational interactions were then analyzed by two trained INREAL raters, utilizing the INREAL Evaluation Model (ITEM) - III, Form C (Interpersonal Communication Pacing) analysis form, through a process of observing the videotape and reading a typescript of each conversational interaction.

The results were presented as descriptive individual and composite profiles which indicated that a majority of the subjects (i.e., three or more) were judged to be exhibiting some genuinely communicative behaviors in the following areas: 1) interpersonal communication, 2) communication domain (cognitive), 3) cognition, 4) linguistics (phonology, syntax, semantics), 5) communicative competence (basic and advanced), 6) nonverbal communication, and 7) conversation initiating and responding. All of the subjects exhibited

some behaviors that were judged to be non-communicative in the areas of 1) communication strategies; 2) linguistics (vocal suprasegmentals); 3) social components of communication; 4) fluency; 5) reaction time latency; 6) conversation talk time. Results also presented information regarding the interactant's behaviors, indicating that 98% of all her behaviors were judged to be on target (appropriate) and 79% of these behaviors matched a subject's behavior in a given communication category.

Although this seminal work provided a wealth of descriptive information, the study served an equally important heuristic function. Further research related to this topic was recommended to explore the questions that were raised in this research concerning the conversational proficiency of adult male individuals who exhibit fluency disorders. It was recommended that a similar study be conducted involving fluent adult male and female individuals and females who exhibit fluency disorders, allowing for a comparison of conversational profiles. It was also suggested that time frame modifications (i.e., amount of conversation analyzed and total conversation time) be implemented to further explore the conversational proficiency of these individuals. One final suggestion was to conduct studies utilizing an interactant who is untrained in the strategies of communication pacing, in order to allow for a better understanding and analysis of the conversational behaviors demonstrated by adult males who exhibit fluent and/or dysfluent speaking behaviors.

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Appendix A

INREAL Evaluation Model (ITEM) - III

Form C

FORM C
(ICP)

INREAL Specialist Training Evaluation Model (ITEM)-III
Interpersonal Communication Pacing

Person's Name_____ Interacter's Name_____

Interacter's Relationship_____
(Teacher, supervisor, parent, etc.)

Purpose of analysis_____

Interaction Site_____ Analysis Site_____

___1st tape Date_____; ___2nd tape Date_____; ___3rd tape Date_____

INREAL Trainer(s)_____

****

PROCEDURE

1. Read and discuss MANUAL
2. Complete demographic information
3. View videotape of interaction (approximately 10 minutes) and follow transcript
4. Do Macro-Analysis I judgments (Sections I, II, and III) pp. 2 to 6

CODES FOR PERSON

1. ✓ = Most representative behavior(s)
2. Do the person's behaviors allow him/her to be communicative?
   + = Yes
   - = No
   ± = Sometimes; inconsistent
   0 = Don't know; can't tell

CODES FOR INTERACTER

Interacter's Pacing & Leading

✓ = Target
+ + = Too much
- - = Too little

_____///_____

5. Do Micro-Analysis tallys (Sections V and VI) pp. 6 to 8

CODES FOR PERSON AND INTERACTER

1. Use Person and Interacter initials
2. Circle all nonverbal Initiations and Responses (Section IV-A)
3. Place a box around all Initiations and Responses that are both verbal and nonverbal (Section IV-A)

6. Compute Talk Time for the partners (Section IV) p. 5

6. Do Macro-Analysis II judgments (Sections I, II, and III) pp. 2 to 6

7. Write strengths and goals for Person and Interacter (Section VII) p. 10

MACRO-ANALYSIS I AND II

I Materials & Environment (describe):

II Communication Level

A. Interpersonal Commun.	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Components				
a. Honesty				
b. Validation				
c. Self Disclosure				
d. Trust				
2. Style				
a. Analytical				
b. Driver				
c. Amiable				
d. Expressive				
B. Conflict Communication	PERSON	TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Style				
a. Avoiding				
b. Competition				
c. Accomodation				
d. Compromise				
e. Collaboration				
2. Power				
a. Reward				
b. Coercive				
c. Legitimate				
d. Referent				
e. Expert				
3. Structure (TA)				
a. Parent				
b. Adult				
c. Child				
4. Goals				
a. Content				
b. Relational				
5. Strategies/Tactics				
a. Avoid				
b. Maintain				
c. Reduce				
d. Escalate				

C. Strategies	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Defining				
2. Interp/Rephrase/Qualfy				
3. Justifying				
4. Repeating				
5. Praising				
6. Request Obs/Acnts/Desc				
7. Give Obs/Acnts/Desc				
8. Requesting Opinion				
9. Giving Opinion				
10. Request Sugs./Alterns.				
11. Giving Sugs./Alterns.				
12. Criticizing				
13. Evaluating				
a. Positive				
b. Negative				
14. Silence/Co nfusion				
15. Irrelevant				
16. Social				
17. REACTIVE				
18. INSTRUCTIVE				
19. EXPRESSIVE				

D. Domain	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Cognitive				
2. Semantic				
3. Affective				

E. Cognitive Components	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Primary Rep.System				
a. Auditory				
b. Visual				
c. Haptic				
2. Tempo				
a. Impulsive				
b. Reflective				
c. Risk-Taking				
d. Caution				
3. Dimens'l Salience				
a. Field Independ.				
b. Field Dependence				

F. Linguistic Components	PERSON	INTERACTER TARGET	TOO MUCH (++)	T OO LITTLE (—)
1. Vocal Suprasegs				
a. pitch				
b. prosody				
1) sing song				
2) monotone				
c. stress				
1) exag.artic				
2) lngthd.sylbls				
d. rate				
e. intensity				
f. quality				

	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
2. Phonologic (form)				
3. Semantic (content)				
4. Syntactic (form)				
5. Metalinguistic				

G. Social Components	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Prag. Function (Use)				
a. Responsives				
b. Instrumental				
c. Regulative				
d. Interactional				
e. Personal				
f. Requestive				
g. Performative				
h. Expressive				
i. Informative				
j. Imaginative				

H. Commun. Comp. (Basic)	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Initiating				
2. Responding				
3. Turn taking				
4. Topic maintenance				
5. Conversation Profic'y				
a. quality				
b. quantity				
c. relevance				
d. understanding				
e. fluency				
f. coherence				
g. effect.of control				
h. abil.to fill presups				
i. repr.convrstn brkdns				
j. alt.styles				
1) frozen				
2) formal				
3) consultive				
4) casual				
5) intimate				

I. Commun. Comp.(Advanced)	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Beginning Soc. Skills				
2. Advanced Soc. Skills				
3. Feelings Skills				
4. Alt. Aggress. Skills				
5. Stress Skills				
6. Planning Skills				

J. Reaction Time Latency	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. more than 4"				
2. about 4"				
3. less than 4"				
4. interrupts				

K. Nonverbal	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Proxemics				
a. eye level				
b. distance				
c. position				
1) beside				
2) across				
3) rt.angles				
d. contact				
1) touch				
2) hold				
2. Kinesics				
a. types				
1) emblems				
2) illus.				
3) regultrs				
4) adaptors				
a) self				
b) alter				
c) object				
b. amount				
1) target				
2) minimal				
3) maximal				
c. direction				
1) convergent				
2) divergent				
3. Facial Expression				
a. target				
b. minimal				
c. maximal				
4. Gaze				
a. mutual				
b. nonmutual				

L. Specif.Techniques	PERSON	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
1. Uses person's name				
2. Stims.Revision/Clarif.				
3. Allows problem solving				
4. Describes activity				
5. Demonstrates mats.				

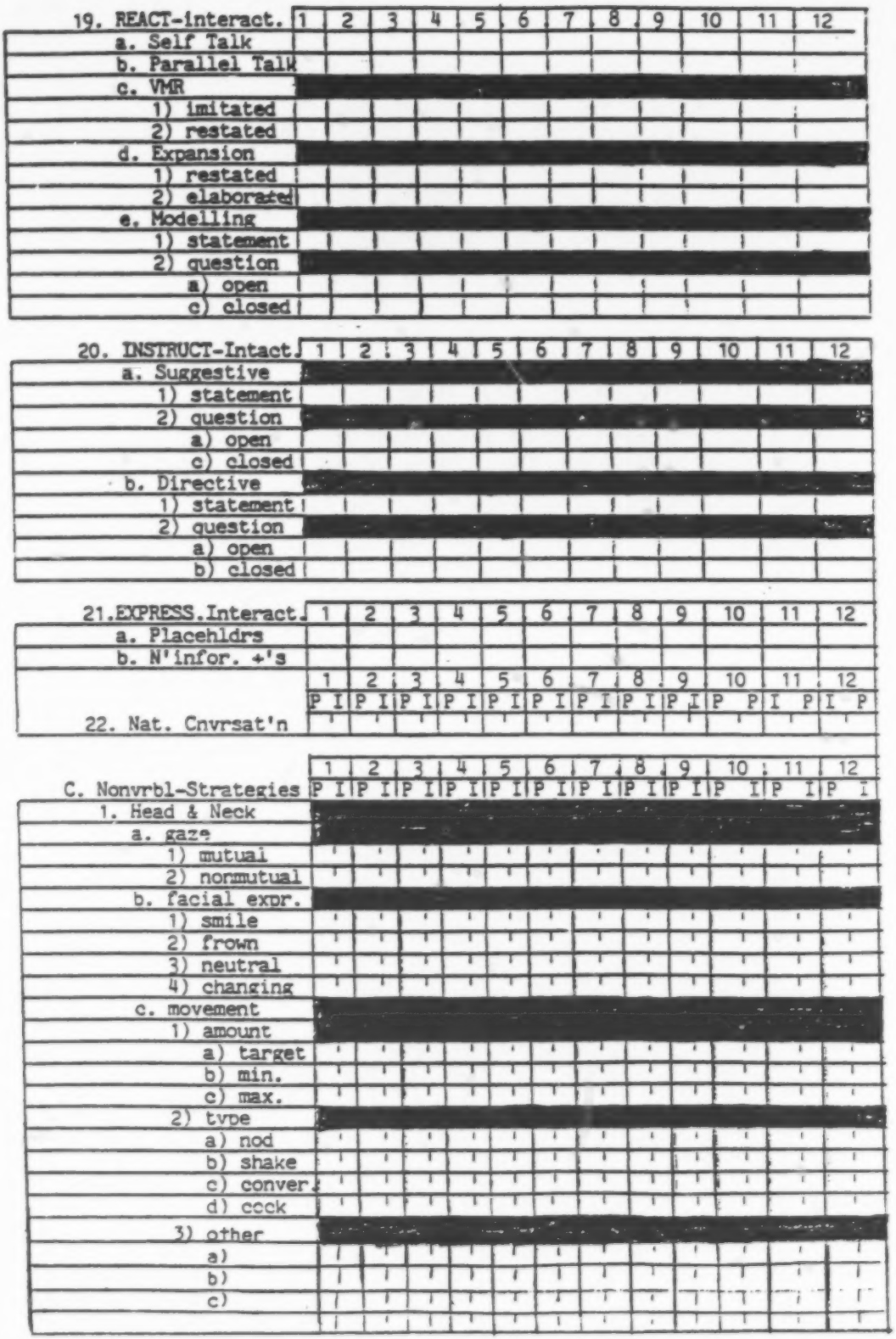
III Who led conversation	PERSON #	#	INTERACTER TARGET	TOO MUCH (++)	TOO LITTLE (—)
A. Initiations					
1. nonverbal					
2. verbal					
3. both					
B. Responses					
1. nonverbal					
2. verbal					
3. both					

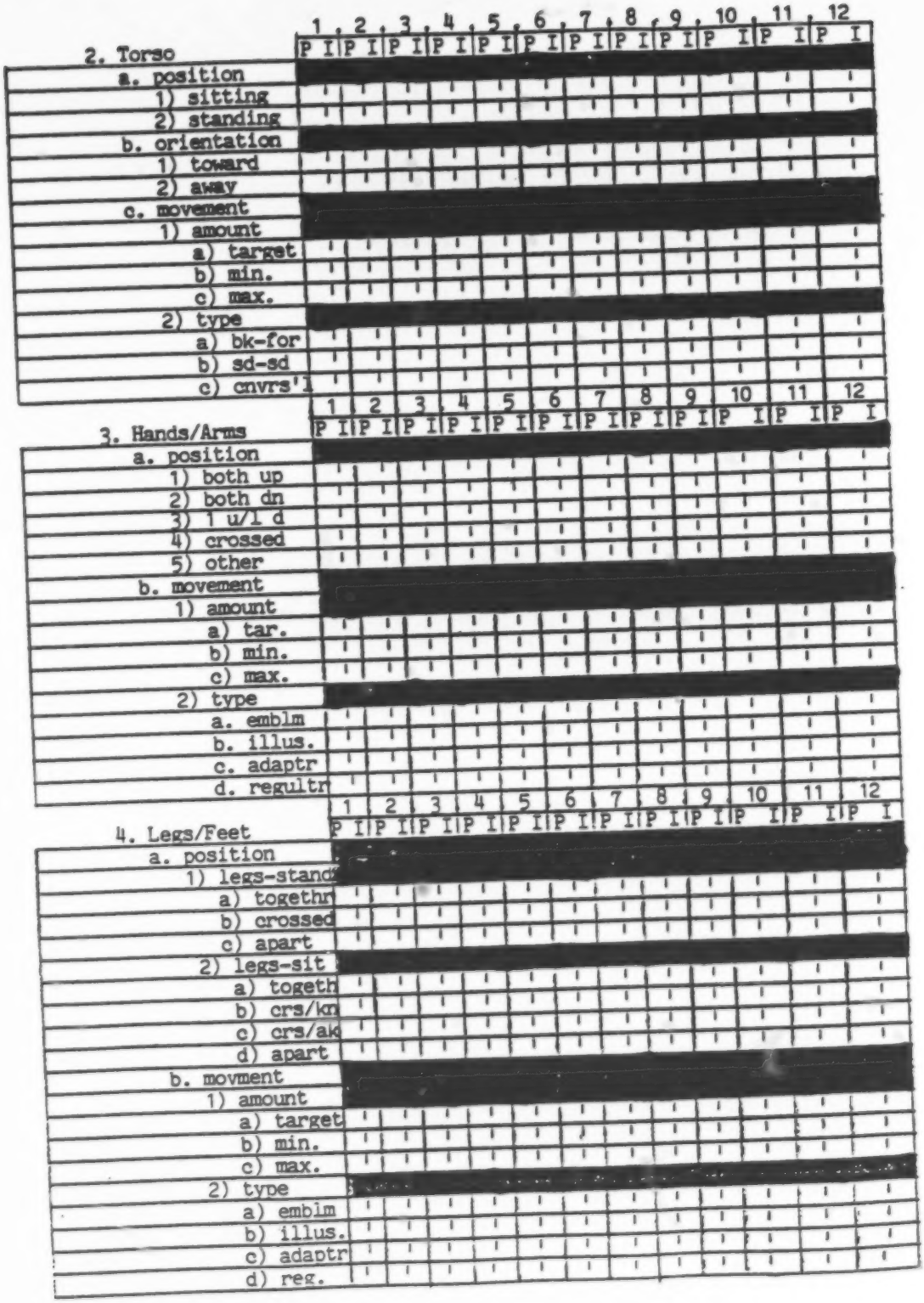
IV Amount of Talk Time	# PERSON	# TARGET	INTERACTER TOO MUCH (++)	TOO LITTLE (—)
A. Less than 50%				
B. About 50%				
C. More than 50%				

MICRO-ANALYSIS

V LATENCY	1 P	1 I	2 P	2 I	3 P	3 I	4 P	4 I	5 P	5 I	6 P	6 I	7 P	7 I	8 P	8 I	9 P	9 I	10 P	10 I	11 P	11 I	12 P	12 I
A. More than 4"																								
B. About 4"																								
C. Less than 4"																								
D. Interrupts																								

VI BEHAVIORS (initials)	1 P	1 I	2 P	2 I	3 P	3 I	4 P	4 I	5 P	5 I	6 P	6 I	7 P	7 I	8 P	8 I	9 P	9 I	10 P	10 I	11 P	11 I	12 P	12 I
A. Discourse																								
1. Initiations																								
2. Responses																								
B. Verbal Strategies	1 P	1 I	2 P	2 I	3 P	3 I	4 P	4 I	5 P	5 I	6 P	6 I	7 P	7 I	8 P	8 I	9 P	9 I	10 P	10 I	11 P	11 I	12 P	12 I
1. define																								
2. inter/rephr/qul																								
3. justify																								
4. repeat																								
5. praise																								
6. REQ-ob/aacnt/des																								
7. GV-ob/acnt/des																								
8. REQUEST-opinion																								
9. GIVE-opinion																								
10. REQ-sugs/altern																								
11. GV-sugs/altern																								
12. criticize																								
13. evaluate																								
a. positive																								
b. negative																								
14. silence/confus																								
15. irrelevant																								
16. social																								
17. Domain	1 P	1 I	2 P	2 I	3 P	3 I	4 P	4 I	5 P	5 I	6 P	6 I	7 P	7 I	8 P	8 I	9 P	9 I	10 P	10 I	11 P	11 I	12 P	12 I
a. Cognitive																								
b. Affective																								
c. Semantic																								
18. PRS	1 P	1 I	2 P	2 I	3 P	3 I	4 P	4 I	5 P	5 I	6 P	6 I	7 P	7 I	8 P	8 I	9 P	9 I	10 P	10 I	11 P	11 I	12 P	12 I
a. Visual																								
b. Auditory																								
c. Haptic																								
d. Unclass.																								

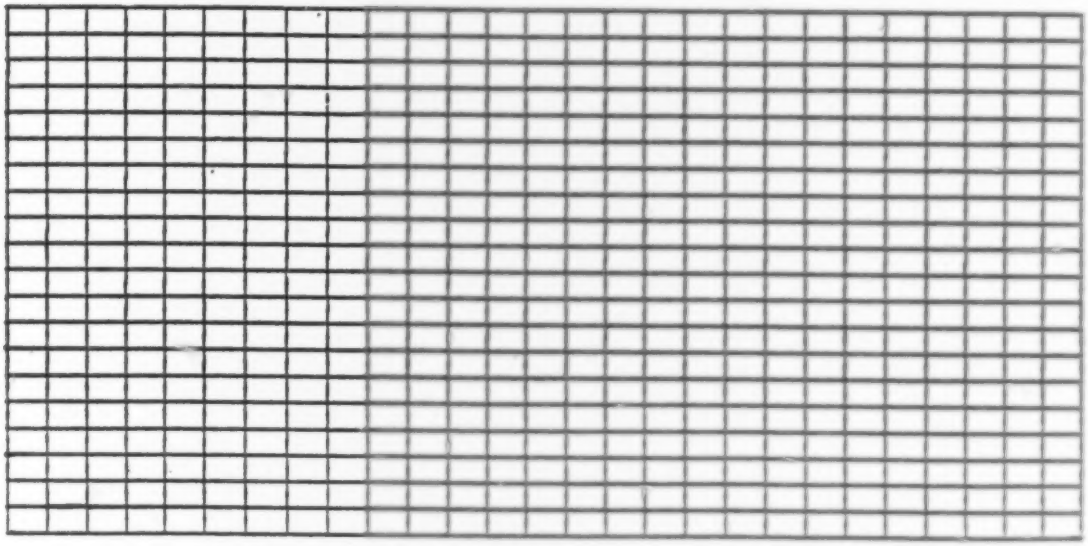

19. REACT-interact.
1 2 3 4 5 6 7 8 9 10 11 12
a. Self Talk
b. Parallel Talk
c. VMR
1) imitated
2) restated
d. Expansion
1) restated
2) elaborated
e. Modelling
1) statement
2) question
a) open
c) closed
20. INSTRUCT-Intact
1 2 3 4 5 6 7 8 9 10 11 12
a. Suggestive
1) statement
2) question
a) open
c) closed
b. Directive
1) statement
2) question
a) open
b) closed
21. EXPRESS. Interact.
1 2 3 4 5 6 7 8 9 10 11 12
a. Placehldrs
b. N'infor. +'s
1 2 3 4 5 6 7 8 9 10 11 12
P I P I P I P I P I P I P I P I P I P I P I P I
22. Nat. Cnvrsat'n
1 2 3 4 5 6 7 8 9 10 11 12
C. Nonvrbl-Strategies
P I P I P I P I P I P I P I P I P I P I P I P I
1. Head & Neck
a. gaze
1) mutual
2) nonmutual
b. facial expr.
1) smile
2) frown
3) neutral
4) changing
c. movement
1) amount
a) target
b) min.
c) max.
2) type
a) nod
b) shake
c) conver
d) cock
3) other
a)
b)
c)


1 2 3 4 5 6 7 8 9 10 11 12
P I P I P I P I P I P I P I P I P I P I P I P I
2. Torso
a. position
1) sitting
2) standing
b. orientation
1) toward
2) away
c. movement
1) amount
a) target
b) min.
c) max.
2) type
a) bk-for
b) sd-sd
c) cnvrs'l
1 2 3 4 5 6 7 8 9 10 11 12
P I P I P I P I P I P I P I P I P I P I P I P I
3. Hands/Arms
a. position
1) both up
2) both dn
3) 1 u/1 d
4) crossed
5) other
b. movement
1) amount
a) tar.
b) min.
c) max.
2) type
a. emblm
b. illus.
c. adaptr
d. regultr
1 2 3 4 5 6 7 8 9 10 11 12
P I P I P I P I P I P I P I P I P I P I P I P I
4. Legs/Feet
a. position
1) legs-stand
a) togethr
b) crossed
c) apart
2) legs-sit
a) togeth
b) crs/kn
c) crs/ak
d) apart
b. movment
1) amount
a) target
b) min.
c) max.
2) type
a) emblm
b) illus.
c) adaptr
d) reg.

TALK TIME RECORDING GRID

Instructions

1. Each square on the grid represents 5 seconds.
2. After you have completed Macro-Analysis I and the Micro-Analysis, replay the 10 minute segment.
3. At the beginning of each 5 second segment, indicate in the corresponding box who is talking by placing the initial P (person) or I (interacter).
4. Compute the amount of talk time for each and enter the time and the interpretation into section IV on p. 5.



Appendix B

Typescript: Subject 3

Appendix B

Subject: R.V.
Age: 20 years
Sex: Male
Taping Date: August 1, 1984

Counter: 523-634 / = pause — = run on words
Time: 5 minutes ... = prolongation ? = unintelligible

J = Interactant
R = Subject

Turn = one person's verbal and/or nonverbal communication act
Exchange = one complete turn of each communicator

*Turn changes were designated when a consensus of three judges confirmed the apparent verbal and/or nonverbal turn relinquishment of one speaker and the verbal and/or nonverbal turn initiating of the other speaker.

CONTEXT: (Materials and Environment): Environment: WBAMC Speech Clinic; R's therapy room; unfamiliar seating arrangement; camera on tripod is present in room; microphone pinned on both J's and R's shirt; two chairs are placed about a foot apart at a 90 degree angle; no other people present in room; J turns on and off camera while R is out of room.
Materials: Camera on tripod; camera monitor; two clip microphones; two chairs.
Additional information: R was instructed that he could begin as soon as J put the microphone on his shirt; this was not a therapy session, it was a special taping session; R was told I was doing research on people from different backgrounds regarding the topics that are discussed; R has been previously videotaped, however, not by any person involved in this research; J was R's clinician for fluency therapy.
*Due to technical difficulties, the initial few minutes of this taped conversation was not recorded. However, R did initiate the initial conversation. A transcription of the conversation that was taped will be given. The analysis should begin where Exchange 1 is indicated.

R: We're on now. Ok, good.

J: (Laugh) Anyway, you were telling me (nods head) that...

Exchange 1

R: That, uh, that my / younger b-brother / was on a / a / big blue / marble / series (J nods head) back in about now—when—was—that, 'bout 19 /w- 81 (J says, "Uh huh"), uh for / b-ballooning / which I'm into and I fly every single / weekend that I'm in Albuquerque (yawns and pushes clasped hands out in front of body). You'll have to excuse me (J laughs). For some (re ?) reason every time I'm in this room I always yawn. I don't know why (J cocks head to side and says, "Hm."). I guess it's just / being / set down (J nods head and smiles) told to / relax and the whole nine yards.

J: Right (Nods head and smiles).

R: But uh, but / th-they filmed for fives days / when they shot, when a filmed / to make a...th-now what was it, a th-a three hour / show out of it (J nods head) and it was only twenty-five (laugh) minutes (J laughs and says "Oh no.") and they shot the film for a three hour show. And on the first day they uh / wait a minute, the first day was a / Sunday and it was, it was...b-blowing outside at about / ten miles an hour. And in / that wind we don't / launch (gestures with one hand in air), we just stay on the ground and sit there, / (gestures with both hands) d-drink beer or do wh- whatever. But (gestures with
2 hand) / they wanted / launch with all the rest of the balloons (J says, "Oh" and smiles) so we launched and / when it was b-blowing from the / north / to south and we were set out east, east to west (J says, "Uh huh" and nods head). Well, then all a sudden this big wind came / and (J smiles and begins laughing) as, oh, it—was a big kinda (laugh) / w-w-well, it was a big mess. But uh, but what they actually did / is they, uh / is / is my b-my b-brother was uh, was / well lighting the / pilot light (J nods head) and he couldn't get it lit (J smiles and nods head) because all the (fan ?) we-well the wind. So,

J: Oh no (laughs)!

R: I know. Well, on ours, there is, there is two, two b-, two burners on it (J says, "Uh huh" and nods head). One
3 of them we use all the time for just in / just in...f-flating when then the other one is stationary. One of them moves in all different / directions.

J: OK (nods head).

R: The (gesturing with hands) one that was / stationary, lit, the one that was that—was—used, that—we—used to we, inflate (moves forward in chair) wouldn't light. (J says "Oh" and laughs) So, what he did / w-w-was all the / raw p-ropane was just keep flowing (gestures with hands) into the / ba-loon (J is smiling and nods head). And he lit one of them (moves leg and gestures with hand) and he was going / to light / the one that was moved all around with the other burner (J nods head). So, he hit one and then he hit the other one and we lost about / ten feet of fabric (J inhales "ah"). It just like / went all that (puff-?), it just went (snaps fingers) like that. (Technical difficulty. This should not interrupt the analysis procedure.) No one saw a flash, nothing. It just / melted. (J shakes head) And I was sort of upset (J smiling) because I own a third of that b-thing (J laughs and head goes back) and my brother burned it. The first time it has w-ever been burned. I was like uh / (hits fist in hand) "Scott, I am going to / plant you about six feet under." (J says, "Oh no and smiles.) (R utilizes hand gestures throughout rest of turn) But, uh, w-wait a minute. Then, uh, then / the second day w-everything went fine. (J nods head) We flew, t-took off, did this, came down when they said, "Stick it totally
4 down and inflate it again (J nods head and moves it

slightly back). They don't know nothing about the sport. (J nods head) We don't do that b-because all the fan is at / th- the launch site. (J says, "Uh huh" and nods head) And so we just we-uh, w-whenever we are quote down, we are down / for good. (J nods head and says, "Uh huh.") But they wanted us to b-back up just then so all the rest of the balloons / in the, in the, in the b-background could / w-we could have a nice shot of all (J nods head) w-w-well of all, of w-well then us inf- inflating. (J scratches arm.) Uh, that was the third day. W-well, on the fourth day, (R shakes head and J smiles) windy. I mean it was just, it was j-just, just, j-just b-blowing all over the place. (J nods head) So, and then what they actually had us do / is that we, / (hand moves up to face) who's truck w-were we using? Were we using, uh my truck or w-we were using / Mason's truck? Well, we were using / someones truck. W-w-well, I'm not sure who's. But, th-they said just g-just, just g-get in it and just / drive out there (J nods head) and they had all the / camera men in there with us and the sound man (J laughs and says, "Oh.") and we faked as we were / chasing the balloon (R shakes head).

J: Oh no (laughs).

---

5 R: Well then, a lot of the shots, see / they used three cameras, one in our balloon, one in / J-Jay's and another one / w-w-well another one, well--on the chase vehicle. Excuse me (closed hand moves up to mouth).

J: Uh huh.

---

6 R: (Utilizing hand and arm movement throughout turn) Well, then, uh, so then some of the shots f- from our balloon (sits up in chair) of / of the / shadow of / the other b-balloon, they stuck those things in there. (J smiles) Wasn't even our's, it was the shadow (J nods head and smiles) w-of another one. Uh, (J shakes head) I mean w-it was nice. It was nice and they sh-it was seen all over the world. (J nods head and says, "Uh huh.") Saw it in England, saw it in G-Germany, France. (J nods head) Well, I saw it well--in--the States when it was first out. I saw it when I was in England s-and I saw it when I was in...France for the Sixth Annual Worlds (J nods head) w-and which was September 13, 1983. (R continues speaking by beginning to tell about the family-owned balloons.)